

118TH CONGRESS
1ST SESSION

H. R. 1630

To establish competitive Federal grants that will empower community colleges and minority-serving institutions to become incubators for infant and toddler child care talent, training, and access on their campuses and in their communities, and for other purposes.

IN THE HOUSE OF REPRESENTATIVES

MARCH 17, 2023

Mrs. HAYES (for herself and Mr. NORCROSS) introduced the following bill; which was referred to the Committee on Education and the Workforce, and in addition to the Committee on Ways and Means, for a period to be subsequently determined by the Speaker, in each case for consideration of such provisions as fall within the jurisdiction of the committee concerned

A BILL

To establish competitive Federal grants that will empower community colleges and minority-serving institutions to become incubators for infant and toddler child care talent, training, and access on their campuses and in their communities, and for other purposes.

1 *Be it enacted by the Senate and House of Representa-*
2 *tives of the United States of America in Congress assembled,*

1 **SECTION 1. SHORT TITLE.**

2 This Act may be cited as the “Preparing and
3 Resourcing Our Student Parents and Early Childhood
4 Teachers Act” or the “PROSPECT Act”.

5 **SEC. 2. TABLE OF CONTENTS.**

6 The table of contents of this Act is as follows:

- Sec. 1. Short title.
- Sec. 2. Table of contents.
- Sec. 3. Findings.

TITLE I—ESTABLISHMENT OF INFANT AND TODDLER CHILD
CARE LEADERSHIP GRANTS

- Sec. 101. Purpose.
- Sec. 102. Definitions.
- Sec. 103. Authorization of appropriations.

Subtitle A—General Provisions

- Sec. 111. Program authorized.
- Sec. 112. Application; selection criteria.
- Sec. 113. Amount, duration, and administration of grants.

Subtitle B—Planning and Implementation Grants

- Sec. 121. Grants authorized.
- Sec. 122. Planning grants.
- Sec. 123. Access grants providing infant and toddler child care for community
college or minority-serving institution student parents.
- Sec. 124. Impact grants.
- Sec. 125. Pipeline grants.
- Sec. 126. Evaluation criteria for grants.
- Sec. 127. Report to Congress.
- Sec. 128. Nondiscrimination in programs and activities.

TITLE II—CHILD CARE AND DEVELOPMENT BLOCK GRANT
PROGRAM

- Sec. 201. Eligibility.
- Sec. 202. Conforming amendments.
- Sec. 203. Increased Federal matching payments for child care.

TITLE III—OUTREACH REGARDING THE DEPENDENT CARE
ALLOWANCE FOR FEDERAL STUDENT AID

- Sec. 301. Sharing dependent care allowance information for Federal student
aid.

1 **SEC. 3. FINDINGS.**

2 Congress finds the following:

3 (1) A child's brain grows at a faster rate be-
4 tween birth and age 3 than at any later point in the
5 child's lifetime.

6 (2) Decades of research shows that children
7 under age 3 that receive quality child care are more
8 likely to have the behavioral, cognitive, and language
9 skills development necessary for success in school,
10 college, and life.

11 (3) According to a 2018 survey, 83 percent of
12 parents with a child under age 5 responded that
13 finding quality, affordable child care was a serious
14 problem in their area.

15 (4) In 2017, on average, center-based child care
16 for an infant cost 61 percent more than for a pre-
17 schooler, over \$11,000 annually per child, and in 28
18 States, more than the cost of public college tuition.

19 (5) In the 2015–2016 academic year, approxi-
20 mately 4,300,000 postsecondary education students
21 were raising children while in college, and over half
22 of those students had children preschool-aged or
23 younger.

24 (6) According to a 2016 survey, 95 percent of
25 child care centers at 2-year and 4-year colleges

1 across the United States had a waiting list, with the
2 average list containing 82 children.

3 (7) Student parents were 20 percent more likely
4 to leave college without a degree than students with-
5 out children.

6 (8) The Child Care Access Means Parents in
7 School Federal Grant program under subpart 7 of
8 part A of title IV of the Higher Education Act of
9 1965 (20 U.S.C. 1070e et seq.) helps over 3,300
10 students at institutions of higher education afford
11 child care each year, but this program impacts just
12 0.5 percent of the entire student parent population,
13 and many institutions of higher education do not
14 open their subsidized child care programs to children
15 under age 3.

16 (9) The share of community colleges and 4-year
17 institutions of higher education with on-campus
18 child care has been in decline. Community colleges
19 saw a 10 percent decrease in the number of cam-
20 puses with child care between 2002 and 2017.

21 (10) Student parents are more likely to be en-
22 rolled at community colleges and minority-serving
23 institutions than other institutions of higher edu-
24 cation. Over a quarter of all community college stu-
25 dents are parents, and in the 2015–2016 academic

1 year, 40 percent of Black women attending college
2 were parents, 3 times the rate for White male col-
3 lege students.

4 (11) Community colleges and minority-serving
5 institutions lead the higher education sector in edu-
6 cating infant and toddler child care providers, espe-
7 cially child care providers of color, so they are the
8 optimal actors for driving quality infant and toddler
9 child care access in their regions.

10 **TITLE I—ESTABLISHMENT OF IN-**
11 **FANT AND TODDLER CHILD**
12 **CARE LEADERSHIP GRANTS**

13 **SEC. 101. PURPOSE.**

14 The purposes of this title are to expand access to in-
15 fant and toddler child care for children of students at pub-
16 lic community colleges and at minority-serving institutions
17 and to grow, diversify, and strengthen the workforce pipe-
18 line of highly effective infant and toddler child care pro-
19 viders, especially in communities of color and infant and
20 toddler child care deserts.

21 **SEC. 102. DEFINITIONS.**

22 In this title:

23 (1) **COMMUNITY COLLEGE.**—The term “commu-
24 nity college” means a public institution of higher
25 education, as defined in section 101(a) of the Higher

1 Education Act of 1965 (20 U.S.C. 1001(a)), that
2 provides an educational program of not less than 2
3 years that culminates in an associate degree and is
4 acceptable for full credit toward a baccalaureate de-
5 gree.

6 (2) COMMUNITY COLLEGE OR MINORITY-SERV-
7 ING INSTITUTION STUDENT PARENT.—The term
8 “community college or minority-serving institution
9 student parent” means an individual who—

10 (A) is a parent or legal guardian of a child
11 who qualifies for infant and toddler child care;
12 and

13 (B) is a full-time or part-time student at
14 a community college or minority-serving institu-
15 tion participating in an eligible entity.

16 (3) CULTURALLY RESPONSIVE TEACHING.—The
17 term “culturally responsive teaching” means teach-
18 ing—

19 (A) using the cultural characteristics, expe-
20 riences, and perspectives of ethnically diverse
21 students as conduits for teaching them more ef-
22 fectively; and

23 (B) based on understanding the influences
24 of race, culture, and ethnicity in teaching and
25 learning and using the cultural experiences and

1 contributions of different ethnic groups as in-
2 strumental tools for teaching academic and so-
3 cial knowledge and skills.

4 (4) DROP-IN.—The term “drop-in”, when used
5 with respect to child care—

6 (A) means child care that—

7 (i) does not require prescheduling a
8 definite number of scheduled days or hours
9 per week; or

10 (ii) is short term, such as less than 5
11 hours per day; and

12 (B) includes child care described in sub-
13 paragraph (A) that requires parents to provide
14 24-hour notice before using the child care or
15 provides child care subject to availability.

16 (5) DUAL LANGUAGE LEARNER.—The term
17 “dual language learner” means a child who—

18 (A) is acquiring 2 or more languages at
19 the same time; or

20 (B) is learning a second language while
21 continuing to develop the child’s first language,
22 including a child who may also be identified by
23 a State or locality as bilingual or limited
24 English proficient or as an English language

1 learner, an English learner, or a child who
2 speaks a language other than English.

3 (6) EARLY CHILDHOOD EDUCATOR PREPARA-
4 TION PROGRAM.—The term “early childhood educa-
5 tor preparation program” means a postsecondary
6 course of study that—

7 (A) is designed to prepare individuals to
8 teach in early childhood settings serving chil-
9 dren between birth and age 5; and

10 (B) leads to a degree (including an associ-
11 ate’s, bachelor’s, or graduate degree) or a State
12 or nationally recognized credential enabling in-
13 dividuals to teach in early childhood settings,
14 including a child development associate creden-
15 tial or a State teaching license.

16 (7) ELIGIBLE ENTITY.—The term “eligible enti-
17 ty” means—

18 (A) a community college;

19 (B) a minority-serving institution; or

20 (C) a consortium of 2 or more community
21 colleges or minority-serving institutions.

22 (8) FLEX INFANT AND TODDLER CHILD
23 CARE.—The term “flex infant and toddler child
24 care” means infant and toddler child care for which

1 a child is registered to attend weekly, but for a total
2 of less than five days per week.

3 (9) HIGH SCHOOL.—The term “high school”
4 has the meaning given the term in section 8101 of
5 the Elementary and Secondary Education Act of
6 1965 (20 U.S.C. 7801).

7 (10) INFANT AND TODDLER CHILD CARE.—The
8 term “infant and toddler child care” means child
9 care for children who are under the age of 3 as of
10 the first day of the academic year of the applicable
11 community college or minority-serving institution.

12 (11) INFANT AND TODDLER CHILD CARE
13 DESERT.—The term “infant and toddler child care
14 desert” means a community that the State or tribal
15 entity involved determines has a low supply of qual-
16 ity, affordable infant and toddler child care.

17 (12) INFANT OR TODDLER WITH A DIS-
18 ABILITY.—The term “infant or toddler with a dis-
19 ability” has the meaning given the term in section
20 632 of the Individuals with Disabilities Education
21 Act (20 U.S.C. 1432).

22 (13) LOW-INCOME.—The term “low-income”
23 means an individual from a family with an income
24 at or below 150 percent of the poverty line (as de-
25 fined by the Office of Management and Budget and

1 revised annually in accordance with section 673(2)
2 of the Community Services Block Grant Act) appli-
3 cable to a family of the size involved.

4 (14) MINORITY-SERVING INSTITUTION.—The
5 term “minority-serving institution” means an insti-
6 tution described in section 371(a) of the Higher
7 Education Act of 1965 (20 U.S.C. 1067q(a)).

8 (15) NONTRADITIONAL HOURS.—The term
9 “nontraditional hours” means—

10 (A) the hours before 9 a.m. and after 4
11 p.m.; and

12 (B) any hours during weekends, breaks
13 during the academic year, and holidays.

14 (16) ON-CAMPUS.—The term “on-campus”,
15 when used with respect to a childcare center, means
16 a childcare center that is located on the campus of
17 a community college or minority-serving institution.

18 (17) SECRETARY.—The term “Secretary”
19 means the Secretary of Education.

20 (18) SERVICE AREA.—The term “service area”,
21 when used with respect to an eligible entity, means
22 the area served by the eligible entity.

23 (19) STATE.—The term “State” has the mean-
24 ing given the term in section 103 of the Higher
25 Education Act of 1965 (20 U.S.C. 1003).

1 **SEC. 103. AUTHORIZATION OF APPROPRIATIONS.**

2 There is authorized to be appropriated to carry out
3 this title a total of \$9,000,000,000 for fiscal years 2024
4 through 2028.

5 **Subtitle A—General Provisions**

6 **SEC. 111. PROGRAM AUTHORIZED.**

7 (a) IN GENERAL.—From amounts made available
8 under section 103, the Secretary shall award to eligible
9 entities—

10 (1) planning grants under section 122;

11 (2) access grants under section 123, which will
12 provide free high-quality child care for as many as
13 500,000 infants and toddlers who have a community
14 college or minority-serving institution student par-
15 ent, helping to reduce barriers that impact the abil-
16 ity of community college or minority-serving institu-
17 tion student parents attending community college or
18 a minority-serving institution to graduate, and re-
19 ducing their postgraduation debt;

20 (3) impact grants under section 124, which will
21 expand the supply and quality of child care in the
22 community by providing training, mentorship, tech-
23 nical support, and expansion funding to new and ex-
24 isting child care providers in the service area of the
25 eligible entity; and

1 (4) pipeline grants under section 125, which
2 will fund eligible entities to—

3 (A) launch and expand early childhood ed-
4 ucator preparation programs; and

5 (B) form strategic partnerships with re-
6 gional institutions to expand, diversify, and
7 strengthen the workforce pipeline for infant and
8 toddler care providers.

9 (b) ADMINISTRATION.—In administering this title,
10 the Secretary shall—

11 (1) consult with the Secretary of Health and
12 Human Services with respect to all grants carried
13 out under this Act; and

14 (2) consult with the Administrator of the Small
15 Business Administration with respect to impact
16 grants carried out under section 124.

17 **SEC. 112. APPLICATION; SELECTION CRITERIA.**

18 (a) APPLICATION.—

19 (1) IN GENERAL.—An eligible entity desiring a
20 grant under subtitle B shall submit an application to
21 the Secretary at such time, in such manner, and
22 containing such information as the Secretary may
23 require.

24 (2) CONTENTS.—An application submitted
25 under paragraph (1) shall include—

1 (A) a landscape review on the need for in-
2 fant and toddler child care within the current
3 and prospective student populations of the eligi-
4 ble entity and in the broader service area of the
5 eligible entity, with an emphasis on community
6 college or minority-serving institution student
7 parents in communities of color and low-income
8 parents;

9 (B) a landscape review of the infant and
10 toddler care workforce within the service area of
11 the eligible entity;

12 (C) a high-level vision (which, in the case
13 of an eligible entity desiring a planning grant
14 under section 122, will be clarified and adjusted
15 through the needs assessment and activities
16 carried out under the grant) for how to leverage
17 1 or more access, impact, or pipeline grants
18 under subtitle B to enhance access and quality
19 in the infant and toddler child care landscape of
20 the service area of the eligible entity;

21 (D) a description of how the eligible entity
22 will advance child development (including social
23 and emotional development), family engage-
24 ment, and culturally responsive and linguis-
25 tically responsive pedagogy for infant and tod-

1 dler child care within its child care center or
2 early childhood education programs (as applica-
3 ble), through professional development, required
4 coursework, or targeted outreach and enroll-
5 ment;

6 (E) an assurance that the eligible entity
7 will submit annual reports that document how
8 funds were allocated and the impact of the
9 grant;

10 (F) a commitment that wages for child
11 care staff at each on-campus child care center
12 of a participating community college or minor-
13 ity-serving institution during the grant period
14 shall be—

15 (i) comparable to wages for elemen-
16 tary educators with similar credentials and
17 experience in the State; and

18 (ii) at a minimum, at a rate that is
19 enough to provide a living wage for all
20 child care staff; and

21 (G) in the case of an impact, access, or
22 pipeline grant under subtitle B, an assurance
23 that the eligible entity will continue to convene
24 and consult an infant and toddler care com-
25 mittee described in section 122(a)(1).

1 (b) SELECTION CRITERIA.—

2 (1) IN GENERAL.—The Secretary shall award
3 grants under subtitle B on a competitive basis, in
4 accordance with the priorities described in para-
5 graph (2), and in a manner that supports eligible
6 entities that—

7 (A) enroll a high percentage of students
8 who are eligible for a Federal Pell Grant under
9 section 401 of the Higher Education Act of
10 1965 (20 U.S.C. 1070a) and who have children
11 under age 3;

12 (B) are located within or in the immediate
13 vicinity of an infant and toddler child care
14 desert; or

15 (C) have a clear and compelling plan for—

16 (i) in the case of a planning grant
17 under section 122, carrying out the activi-
18 ties of the planning grant;

19 (ii) in the case of an access grant
20 under section 123, expanding access to
21 free infant and toddler child care for com-
22 munity college or minority-serving institu-
23 tion student parents;

24 (iii) in the case of an impact grant
25 under section 124, expanding the supply

1 and quality of child care in the community
2 by providing training, mentorship, tech-
3 nical support, and startup funding, in col-
4 laboration with existing child care agencies
5 and organizations; or

6 (iv) in the case of a pipeline grant
7 under section 125, growing and strength-
8 ening the workforce pipeline of highly ef-
9 fective infant and toddler child care pro-
10 viders, especially such providers serving in-
11 fant and toddler child care deserts, by ex-
12 panding early childhood education pro-
13 grams or upgrading an on-campus child
14 care center into a lab school.

15 (2) PRIORITIES IN AWARDING GRANTS.—In
16 awarding grants under subtitle B, the Secretary
17 shall, to the extent practicable based on the strength
18 of the applications and the availability of appropria-
19 tions—

20 (A) first, ensure that not less than 80 per-
21 cent of the funds appropriated for grants under
22 subtitle B are awarded to eligible entities that
23 are eligible institutions, as defined in section
24 312(b) of the Higher Education Act of 1965
25 (20 U.S.C. 1058(b));

1 (B) second, ensure that not less than 1 eli-
2 gible entity in each State is awarded a grant;
3 and

4 (C) third, provide special consideration to
5 applications described in paragraph (3).

6 (3) ADDITIONAL CONSIDERATION AND FUND-
7 ING.—In awarding grants under subtitle B and sub-
8 ject to paragraph (2), the Secretary shall provide
9 special consideration, and may provide additional
10 funding as needed, including funding to exceed the
11 limits described in section 113(a), for—

12 (A) applications for access grants under
13 section 123 that will provide—

14 (i) infant and toddler child care for
15 children of all ages between birth and age
16 3;

17 (ii) infant and toddler child care avail-
18 able during nontraditional hours;

19 (iii) infant and toddler child care that
20 has the supports and staffing needed for
21 children who are dual language learners;

22 (iv) infant and toddler child care that
23 has the supports and staffing needed for
24 children in need of trauma-informed care
25 and infants and toddlers with disabilities,

1 which may include providing training for
2 infant and toddler child care staff to sup-
3 port the needs of infants and toddlers with
4 disabilities or coordinating with service
5 providers to deliver services under section
6 619 or part C of the Individuals with Dis-
7 abilities Education Act (20 U.S.C. 1419;
8 1431 et seq.); and

9 (v) child care and aftercare for chil-
10 dren age 3 and older, especially for chil-
11 dren that age out of the infant and toddler
12 child care program supported under this
13 title, and for siblings of children enrolled
14 in campus-sponsored infant and toddler
15 care; and

16 (B) applications for pipeline grants under
17 section 125 that propose to—

18 (i) develop and teach courses on cul-
19 turally responsive and linguistically respon-
20 sive teaching in early childhood education;
21 and

22 (ii) develop and teach courses on sup-
23 porting infants and toddlers with disabil-
24 ities who are under age 3.

1 (c) PREREQUISITES FOR ACCESS, IMPACT, AND PIPE-
2 LINE GRANTS.—An eligible entity shall receive and timely
3 complete all requirements of a planning grant under sec-
4 tion 122 before receiving an access, impact, or pipeline
5 grant under section 123, 124, or 125.

6 **SEC. 113. AMOUNT, DURATION, AND ADMINISTRATION OF**
7 **GRANTS.**

8 (a) AMOUNT OF GRANTS.—Each grant awarded
9 under subtitle B to an eligible entity shall be in an amount
10 of—

11 (1) in the case of a grant awarded to an indi-
12 vidual community college or minority-serving institu-
13 tion, not more than \$20,000,000; and

14 (2) in the case of a grant to a consortium of
15 community colleges or minority-serving institutions,
16 not more than \$220,000,000.

17 (b) DURATION OF GRANTS.—A grant awarded under
18 subtitle B shall be for a period of 4 years, except that
19 a planning grant awarded under section 122 shall be for
20 a period of 1 year.

21 (c) NUMBER OF GRANTS.—

22 (1) PLANNING GRANTS.—No eligible entity
23 shall receive more than 1 planning grant under sec-
24 tion 122.

1 (2) IMPACT, ACCESS, AND PIPELINE GRANTS.—

2 An eligible entity may receive multiple grants under
3 sections 123, 124, and 125, including 2 or more
4 grants under different sections for the same grant
5 period or for overlapping grant periods.

6 (d) ANNUAL GRANT COMPETITIONS.—The Secretary
7 shall conduct annual grant competitions for the grants
8 under subtitle B.

9 (e) RULE OF CONSTRUCTION.—Nothing in this title
10 shall be construed to limit any program or grant estab-
11 lished under any other Federal law, including the Higher
12 Education Act of 1965 (20 U.S.C. 1001 et seq.), the Ele-
13 mentary and Secondary Education Act of 1965 (20 U.S.C.
14 6301 et seq.), or the Individuals with Disabilities Edu-
15 cation Act (20 U.S.C. 1400 et seq.).

16 **Subtitle B—Planning and**
17 **Implementation Grants**

18 **SEC. 121. GRANTS AUTHORIZED.**

19 From amounts made available under section 103, the
20 Secretary shall award to eligible entities—

21 (1) planning grants under section 122, to en-
22 able the eligible entities to assess the infant and tod-
23 dler care needs of current and prospective commu-
24 nity college or minority-serving institution student

1 parents and the surrounding community and develop
2 a detailed proposal to address such needs;

3 (2) access grants under section 123, which will
4 provide free high-quality child care for up to
5 500,000 children under the age of 3 of community
6 college or minority-serving institution student par-
7 ents, helping to reduce barriers that impact the abil-
8 ity of community college or minority-serving institu-
9 tion student parents to graduate, and reducing their
10 postgraduation debt;

11 (3) impact grants under section 124, which will
12 expand the supply and quality of child care in the
13 community by providing training, mentorship, tech-
14 nical support, and expansion funding to new and ex-
15 isting child care providers in the service area of the
16 eligible entities; and

17 (4) pipeline grants under section 125, which
18 will fund eligible entities to—

19 (A) launch and expand early childhood ed-
20 ucator preparation programs; and

21 (B) form strategic partnerships with re-
22 gional institutions to expand, diversify, and
23 strengthen the workforce pipeline for infant and
24 toddler child care providers.

1 **SEC. 122. PLANNING GRANTS.**

2 (a) USE OF FUNDS.—An eligible entity receiving a
3 grant under this section shall use grant funds to—

4 (1) establish an infant and toddler child care
5 committee that is reflective and inclusive of the com-
6 munity being served and composed of members who
7 are—

8 (A) student parents at the participating
9 community college or minority-serving institu-
10 tion;

11 (B) faculty of any participating community
12 college or minority-serving institution;

13 (C) representatives of a local educational
14 agency (as defined in section 8101 of the Ele-
15 mentary and Secondary Education Act of 1965
16 (20 U.S.C. 7801)) serving the service area of
17 the eligible entity;

18 (D) where applicable, a local public charter
19 school provider;

20 (E) representatives of a local child care re-
21 source and referral agency; and

22 (F) infant and toddler child care profes-
23 sionals (such as representatives from a local
24 Head Start or Early Head Start program,
25 home-based infant and toddler child care pro-
26 viders, and child care providers with expertise

1 working with infants or toddlers with disabil-
2 ities);

3 (2) conduct an infant and toddler child care
4 needs assessment of current and prospective commu-
5 nity college or minority-serving institution student
6 parents, the infant and toddler child care workforce,
7 and the service area of the eligible entity, that in-
8 cludes information on the level of need for—

9 (A) infant and toddler child care during
10 nontraditional hours;

11 (B) 3-year-old child care, toddler care, and
12 infant care;

13 (C) care for infants and toddlers with dis-
14 abilities;

15 (D) care for children from households that
16 speak a language other than English; and

17 (E) child care in specific communities, es-
18 pecially infant and toddler child care deserts;

19 (3) begin research, outreach, and planning for
20 expanding access to free infant and toddler child
21 care for community college or minority-serving insti-
22 tution student parents, which may include drafting
23 a delivery agreement with infant and toddler child
24 care providers in the community to provide infant

1 and toddler child care to community college or mi-
2 nority-serving institution student parents; and

3 (4) develop a detailed proposal, with a focus on
4 the needs of parents of children under age 3, to ad-
5 dress those needs, which may include applying for
6 an impact, access, or pipeline grant under section
7 123, 124, or 125.

8 (b) REPORTING REQUIREMENTS.—Not later than 30
9 days after the end of a grant period under this section,
10 the eligible entity that received the grant shall prepare and
11 submit a report to the Secretary that includes—

12 (1) the results of the needs assessment con-
13 ducted under subsection (a)(2);

14 (2) the detailed proposal developed under sub-
15 section (a)(4); and

16 (3) in the case of an eligible entity that desires
17 an impact, access, or pipeline grant under section
18 123, 124, or 125, an application for the grant.

19 **SEC. 123. ACCESS GRANTS PROVIDING INFANT AND TOD-**
20 **DLER CHILD CARE FOR COMMUNITY COL-**
21 **LEGE OR MINORITY-SERVING INSTITUTION**
22 **STUDENT PARENTS.**

23 (a) USE OF GRANTS.—An eligible entity receiving a
24 grant under this section shall use grant funds to expand
25 access to free infant and toddler child care for community

1 college or minority-serving institution student parents by
2 carrying out 1 or more of the following:

3 (1) Paying the infant and toddler child care
4 costs of community college or minority-serving insti-
5 tution student parents at an on-campus child care
6 center, State licensed off-campus child care center,
7 or State licensed or registered home-based child care
8 provider.

9 (2)(A) Operating an on-campus child care cen-
10 ter that provides infant and toddler child care; or

11 (B) contracting with a child care provider that
12 is operating 1 or more child care centers (as of the
13 date of the contract) to operate an on-campus child
14 care center that provides infant and toddler child
15 care.

16 (3) Coordinating with local child care resource
17 and referral agencies for services such as helping
18 community college or minority-serving institution
19 student parents find infant and toddler child care.

20 (4) Expanding the resources for existing on-
21 campus child care centers, as of the date of the ap-
22 plication for the grant, by—

23 (A) expanding the space of the center for
24 infant and toddler child care;

1 (B) purchasing equipment to be used for
2 infant and toddler child care; or

3 (C) hiring staff to accommodate additional
4 children under the age of 3.

5 (5) Lengthening the hours of an existing on-
6 campus infant and toddler child care center or keep-
7 ing the on-campus infant and toddler child care cen-
8 ter open during breaks (including summer).

9 (6) Establishing capacity for drop-in infant and
10 toddler child care or flex infant and toddler child
11 care for the children of community college or minor-
12 ity-serving institution student parents.

13 (7) Renovating campus facilities to allow for the
14 operation of an on-campus child care center that—

15 (A) satisfies the standards that apply to
16 alterations or (as applicable) new construction
17 under title II or III of the Americans with Dis-
18 abilities Act of 1990 (42 U.S.C. 12131 et seq.,
19 12181 et seq.), as the case may be; and

20 (B)(i) meets a high-quality standard, ac-
21 cording to a State quality rating and improve-
22 ment system or the standards applicable to an
23 Early Head Start program under the Head
24 Start Act (42 U.S.C. 9831 et seq.); or

1 (ii) is accredited through the National As-
2 sociation for the Education of Young Children
3 or another organization of similar expertise, as
4 determined by the Secretary.

5 (b) REQUIREMENTS OF ON-CAMPUS CHILD CARE
6 CENTERS.—In order for an on-campus child care center
7 of a community college or minority-serving institution par-
8 ticipating in an eligible entity to be supported with funds
9 from a grant under this section, the on-campus child care
10 center shall meet the following requirements:

11 (1) The child care center shall be licensed by
12 the State and shall meet a high-quality standard de-
13 scribed in subsection (a)(7)(B)(i) or be accredited in
14 accordance with subsection (a)(7)(B)(ii).

15 (2) Children of community college or minority-
16 serving institution student parents shall receive pri-
17 ority enrollment in the child care center, with pri-
18 ority going first to low-income community college or
19 minority-serving institution student parents, al-
20 though dependents of faculty and staff of the com-
21 munity college or minority-serving institution and
22 community members may be enrolled once the en-
23 rollment needs of all requesting community college
24 or minority-serving institution student parents are
25 fulfilled.

1 (3) The child care center shall provide infant
2 and toddler child care to children of community col-
3 lege or minority-serving institution student parents,
4 without regard as to whether the parent is a full-
5 time or part-time student.

6 (4) Not less than 85 percent of the community
7 college or minority-serving institution student par-
8 ents using the on-campus child care center for infant
9 and toddler child care shall be eligible to receive
10 Federal Pell Grants under section 401 of the Higher
11 Education Act of 1965 (20 U.S.C. 1070a), except
12 that the Secretary may grant a waiver from this re-
13 quirement if the Secretary determines necessary.

14 (5) The child care center shall provide drop-in
15 infant and toddler child care for community college
16 and minority-serving institution student parents and
17 may not impose minimum enrollment requirements
18 for children of community college or minority-serving
19 institution student parents. The Secretary shall pro-
20 mulgate regulations that specify the percentage of
21 infant and toddler child care slots that must be re-
22 served for drop-in infant and toddler child care
23 under this paragraph.

24 (6) The child care center—

1 (A) shall provide infant and toddler child
2 care for children under the age of 3 (as of the
3 first day of the academic year of the community
4 college or minority-serving institution sup-
5 porting the child care center) of community col-
6 lege and minority-serving institution student
7 parents for free;

8 (B) may charge faculty and staff of the
9 community college or minority institution and
10 community members fees, using a sliding scale
11 based on family income, to enroll their children
12 in the child care center; and

13 (C) shall comply with the suspension and
14 expulsion performance standard for Head Start
15 programs under section 1302.17 of title 45,
16 Code of Federal Regulations, or any successor
17 standard.

18 (7)(A) The child care center shall maintain a
19 continuity of care for the children of parents who—

20 (i) were community college or minority-
21 serving institution student parents during any
22 reasonable or unavoidable break in the parents'
23 enrollment; or

24 (ii) transferred from a community college
25 to a 4-year minority-serving institution during

1 the student's enrollment at the 4-year institu-
2 tion.

3 (B) The child care center may charge a parent
4 described in subparagraph (A) a fee for the child
5 care services provided during the period when the
6 parent is not enrolled in the community college or
7 minority-serving institution, using a sliding scale
8 based on family income during this period, as long
9 as the fee does not exceed 7 percent of the family's
10 income.

11 (8) The child care center shall pay its child care
12 staff a wage that—

13 (A) is comparable to wages for elementary
14 educators with similar credentials and experi-
15 ence in the State; and

16 (B) at a minimum, provides a living wage
17 for all child care staff of the child care center;
18 and

19 (9) The child care center, if not a child care
20 provider covered by subsection (c) of section 658H
21 of the Child Care and Development Block Grant Act
22 of 1990 (42 U.S.C. 9858f), shall comply with that
23 section in the same manner and to the same extent
24 as such a child care provider, with respect to back-
25 ground checks for child care staff members (includ-

1 ing prospective child care staff members) for the
2 center.

3 (c) CONSULTATION AND REPORTS.—

4 (1) CONSULTATION.—An eligible entity receiv-
5 ing a grant under this section shall, for each year
6 of the grant, consult with an infant and toddler child
7 care committee described in section 122(a)(2) re-
8 garding the results of the grant and the contents of
9 the annual report submitted to the Secretary.

10 (2) REPORTS.—An eligible entity receiving a
11 grant under this section shall, for each year of the
12 grant, prepare and submit a report to the Secretary
13 that includes—

14 (A) the number of community college or
15 minority-serving institution student parents
16 that received access to State licensed or reg-
17 istered child care because of the grant, in the
18 aggregate and disaggregated by age, gender,
19 race and ethnicity, family income, disability sta-
20 tus, and full-time or part-time enrollment sta-
21 tus in the community college or minority-serv-
22 ing institution;

23 (B) the number of children under age 3
24 enrolled in each on-campus child care center
25 supported under the grant, disaggregated by

1 age, gender, disability status, marital status of
2 parents, and race and ethnicity;

3 (C) for each on-campus child care center
4 supported under the grant, the number of sus-
5 pensions of children enrolled in the child care
6 center, in the aggregate and disaggregated by
7 race and ethnicity, gender, and disability status;

8 (D) the demographics, including race, eth-
9 nicity, and gender of the staff and leadership of
10 all child care centers supported under the
11 grant;

12 (E) the most frequent times of the day and
13 days of the week, and the average number of
14 hours per week, that on-campus child care cen-
15 ters were used by community college or minor-
16 ity-serving institution student parents, and the
17 child care hours per week provided to commu-
18 nity college or minority-serving institution stu-
19 dent parents, disaggregated by child care pro-
20 vided at nontraditional hours and traditional
21 daytime, weekday child care;

22 (F) semester-to-semester persistence and
23 fall-to-fall persistence rates of community col-
24 lege or minority-serving institution student par-
25 ents with children enrolled in infant and toddler

1 child care sponsored by the community college
2 or minority-serving institution, compared to the
3 persistence rate of community college or minor-
4 ity-serving institution student parents with chil-
5 dren under 3 who are not enrolled in commu-
6 nity college or minority-serving institution spon-
7 sored child care—

8 (i) collected in accordance with regu-
9 lations promulgated by the Secretary; and

10 (ii) in the aggregate and
11 disaggregated as described in subpara-
12 graph (A) and by the age of the children
13 of the community college or minority-serv-
14 ing institution students;

15 (G) the degree or certificate completion
16 rate of community college minority-serving in-
17 stitution student parents with children enrolled
18 in child care that is sponsored by the commu-
19 nity college or minority-serving institution and
20 is not infant and toddler child care, in the ag-
21 gregate and disaggregated as described in such
22 subparagraph and by the age of the children of
23 the community college or minority-serving insti-
24 tution student parents; and

1 (H) if grant funds are used to renovate
2 campus facilities under subsection (a)(7), proof
3 of the on-campus child care center's compliance
4 with the standards that apply to alterations or
5 (as applicable) new construction under title II
6 or III of the Americans with Disabilities Act of
7 1990 (42 U.S.C. 12131 et seq., 12181 et seq.),
8 as the case may be.

9 (3) CROSS-TABULATION.—In each report sub-
10 mitted by an eligible entity under paragraph (2), the
11 eligible entity shall also provide the information de-
12 scribed in subparagraphs (A), (B), (C), and (F)(ii)
13 of such paragraph cross-tabulated by, at a min-
14 imum, gender, disability status, and each major ra-
15 cial and ethnic group, which shall be presented in a
16 manner that—

17 (A) is first anonymized and does not reveal
18 personally identifiable information about an in-
19 dividual community college or minority-serving
20 institution student parent or child enrolled in
21 the child care center;

22 (B) does not include a number of individ-
23 uals in any subgroup of community college or
24 minority-serving institution student parents or
25 children enrolled in the child care center that is

1 insufficient to yield statistically reliable infor-
2 mation or that would reveal personally identifi-
3 able information about an individual; and

4 (C) is consistent with the requirements of
5 section 444 of the General Education Provi-
6 sions Act (20 U.S.C. 1232g, commonly known
7 as the “Family Educational Rights and Privacy
8 Act of 1974”).

9 (d) DEFINITION.—In subsection (b)(9), the term
10 “child care staff member” means an individual—

11 (1) who is employed by a child care center cov-
12 ered by subsection (b) for compensation; or

13 (2) whose activities involve the care or super-
14 vision of children for, or unsupervised access to chil-
15 dren who are cared for or supervised by, such a
16 child care center.

17 **SEC. 124. IMPACT GRANTS.**

18 (a) USE OF FUNDS.—Grants awarded under this sec-
19 tion shall be used by eligible entities to expand the supply
20 and quality of child care in the community by providing
21 training, mentorship, technical support, and startup fund-
22 ing, in collaboration with existing (as of the date of appli-
23 cation for the grant) child care agencies and organiza-
24 tions, through carrying out 1 or more of the following ac-
25 tivities:

1 (1) Contracting with local child care resource
2 and referral organizations to support onsite technical
3 assistance for child care providers, and training,
4 mentorships, and business technical assistance re-
5 lated to existing (as of the date of the grant) or new
6 start-up child care programs.

7 (2) Contracting with local child care resource
8 and referral organizations to provide staffed family
9 child care networks, such as a hub that supports a
10 group of home-based care providers to promote high-
11 quality care.

12 (3) Establishing a network of child care pro-
13 viders in the community, or partnering with an ex-
14 isting, as of the date of application, provider or net-
15 work (such as an Early Head Start program oper-
16 ating in the community) to facilitate provider access
17 to training, coaching, mentorship, licensure, tech-
18 nical support, and expansion funding.

19 (4) Developing content for training for commu-
20 nity child care providers (including home-based pro-
21 viders and unlicensed providers) on strong child care
22 business practices and other supports and training
23 the providers may require.

1 (5) Compensating qualified individuals to de-
2 liver training for community members on providing
3 high-quality child care.

4 (6) Awarding microenterprise grants for State
5 licensed, qualified early childhood education profes-
6 sionals, State licensed child care centers, and State
7 licensed or registered home-based child care pro-
8 viders to open a child care program that provides in-
9 fant and toddler child care, or to expand infant and
10 toddler child care (including expanding access to
11 serve infants or toddlers with disabilities) at a child
12 care program in areas with low access to affordable,
13 quality infant and toddler child care.

14 (7) Developing and communicating clear path-
15 ways for community child care providers and current
16 and prospective students of infant and toddler child
17 care education, particularly individuals with low in-
18 comes and from historically underrepresented
19 groups, to take advantage of professional develop-
20 ment, certificate, and associate degree offerings, for
21 the purpose of advancing their skills and careers.

22 (8) Prioritizing child care programs, pathways,
23 and resources in communities of color and low-in-
24 come communities.

1 (9) Developing and delivering child care profes-
2 sional development and courses in languages other
3 than English.

4 (b) RULE REGARDING PROFESSIONAL DEVELOP-
5 MENT.—If an eligible entity elects to use grant funds
6 under this section for professional development, the eligi-
7 ble entity shall ensure that—

8 (1) a portion of the professional development is
9 open, available, and easily accessible to unlicensed
10 child care providers and a portion of the professional
11 development is available to State licensed or reg-
12 istered child care providers; and

13 (2) not more than 30 percent of the funds pro-
14 vided through the grant under this section are allo-
15 cated toward professional development.

16 (c) CONSULTATION AND REPORTS.—

17 (1) CONSULTATION.—An eligible entity receiv-
18 ing a grant under this section shall, for each year
19 of the grant, consult with an infant and toddler child
20 care committee described in section 122(a)(2) and
21 the lead agency for the applicable State designated
22 under section 658D of the Child Care Development
23 and Block Grant Act of 1990 (42 U.S.C. 9858b) re-
24 garding the results of the grant and the contents of
25 the annual report submitted to the Secretary.

1 (2) REPORTS.—An eligible entity receiving a
2 grant under this section shall, for each year of the
3 grant, prepare and submit a report to the Secretary
4 that includes—

5 (A) the number of child care providers that
6 attended child care professional development
7 sessions coordinated by the eligible entity under
8 the grant, and the type of training received;

9 (B)(i) the number of child care providers
10 fluent in a language other than English that re-
11 ceived professional development through the
12 grant, including the number of such child care
13 providers reached through the development and
14 delivery of coursework in languages other than
15 English; and

16 (ii) the number of such child care providers
17 that received professional development through
18 the grant and graduated with an infant toddler
19 credential, a child development associate cre-
20 dential, or associate degree related to early
21 childhood development;

22 (C) the number of community colleges or
23 minority-serving institutions that joined or es-
24 tablished networks of child care providers;

1 (D) the number of State licensed child care
2 spots created for children under 3 as a result
3 of the training or microenterprise grants pro-
4 vided, in the aggregate and disaggregated by lo-
5 cation in an infant and toddler child care
6 desert, location in a community of color, and,
7 for recipients of microenterprise grants under
8 subsection (a)(6), race, ethnicity, and gender of
9 recipient;

10 (E) the number of participants in
11 mentorship programs supported under the
12 grant, in the aggregate and disaggregated by
13 race, ethnicity, and gender; and

14 (F) the number of community child care
15 providers receiving technical support from the
16 on-campus child care center or network or the
17 child care resource and referral agency under
18 the grant.

19 (3) CROSS-TABULATION.—In each report sub-
20 mitted by an eligible entity under paragraph (2), the
21 eligible entity shall also provide the information de-
22 scribed in paragraph (2)(E) cross-tabulated by, at a
23 minimum, gender and each major racial and ethnic
24 group, which shall be presented in a manner that—

1 (A) is first anonymized and does not reveal
2 personally identifiable information about an in-
3 dividual participant in a mentorship program;

4 (B) does not include a number of individ-
5 uals in any subgroup of mentorship program
6 participants that is insufficient to yield statis-
7 tically reliable information or that would reveal
8 personally identifiable information about an in-
9 dividual; and

10 (C) is consistent with the requirements of
11 section 444 of the General Education Provi-
12 sions Act (20 U.S.C. 1232g, commonly known
13 as the “Family Educational Rights and Privacy
14 Act of 1974”).

15 **SEC. 125. PIPELINE GRANTS.**

16 (a) USE OF FUNDS.—Grants awarded under this sec-
17 tion shall be used by eligible entities to grow and strength-
18 en the workforce pipeline of highly effective infant and
19 toddler child care providers, especially such providers serv-
20 ing infant and toddler child care deserts, through carrying
21 out 1 or more of the following activities:

22 (1) Establishing—

23 (A) an associate degree program that in-
24 cludes not less than 2 courses specifically on in-
25 fants and toddlers; or

1 (B) a stackable child development associate
2 credential, infant toddler credential, or early
3 childhood education certificate, that can be in-
4 corporated into a higher-level credential or cer-
5 tificate.

6 (2) Hiring faculty to adopt and teach previously
7 developed competency-based high-quality infant-tod-
8 dler courses, or to develop and teach infant-toddler
9 courses, which may include courses required for an
10 infant or toddler care certificate, such as courses on
11 child growth and development, the physical and nu-
12 tritional needs of children, communicating with fam-
13 ilies, language development, child mental health,
14 supporting infants and toddlers with disabilities, and
15 effective interactions with children.

16 (3) Developing and executing a plan for in-
17 creased coordination between an early childhood edu-
18 cator preparation program of a participating com-
19 munity college or minority-serving institution and an
20 on-campus child care center of the community col-
21 lege or minority-serving institution, to enhance the
22 quality of both the child care and the early childhood
23 educator preparation program.

24 (4) Creating or enhancing a partnership be-
25 tween a participating community college and a 4-

1 year degree-granting institution, to support and co-
2 ordinate associate degree programs or provide for
3 articulation agreements in early childhood education
4 with related baccalaureate degree programs.

5 (5) Upgrading an on-campus child care center
6 into a child care lab school for the purpose of facili-
7 tating early childhood educator preparation program
8 practicum work, which may include installing one-
9 way observation windows or live-feed cameras.

10 (6) Awarding microgrants to students in early
11 childhood educator preparation programs for tuition,
12 books, transportation, permitting or licensing fees,
13 apprenticeships, and time spent doing practicum
14 work.

15 (7) Developing and teaching courses on cul-
16 turally responsive teaching in early childhood edu-
17 cation.

18 (8) Forming partnerships with local public high
19 schools to establish early childhood education career
20 and technical education programs, including pro-
21 grams that lead to a degree or credential or provide
22 opportunities for students to enter the community
23 college or minority-serving institution with postsec-
24 ondary credits that can be counted towards an early
25 childhood education certificate, credential, or degree.

1 (b) CONSULTATION AND REPORTS.—

2 (1) CONSULTATION.—An eligible entity receiv-
3 ing a grant under this section shall, for each year
4 of the grant, consult with an infant and toddler child
5 care committee described in section 122(a)(2) re-
6 garding the results of the grant and the contents of
7 the annual report submitted to the Secretary.

8 (2) REPORTING REQUIREMENTS.—An eligible
9 entity receiving a grant under this section shall, for
10 each year of the grant, prepare and submit a report
11 to the Secretary that includes—

12 (A) the number of students that enrolled
13 in early childhood educator preparation pro-
14 grams due to the support provided by the
15 grant, in the aggregate and disaggregated by
16 credential or degree type of the program and by
17 age, gender, race or ethnic group, ability to
18 speak a second language, family income level,
19 disability status, and full-time or part-time stu-
20 dent status;

21 (B) the amount of funds allocated to early
22 childhood educator preparation program stu-
23 dents through microgrants under this section,
24 in the aggregate and disaggregated by usage of
25 funds and by demographics of the students re-

1 ceiving the microgrants, including age, gender,
2 race or ethnic group, second language ability,
3 parent status, family income level, disability
4 status, and full-time or part-time student sta-
5 tus;

6 (C) the persistence, retention, and comple-
7 tion rates of students receiving the microgrants,
8 as compared to such rates for students not re-
9 ceiving the microgrants;

10 (D) the number of students dual-enrolled
11 in high school and a community college or mi-
12 nority-serving institution early childhood educa-
13 tor preparation program;

14 (E) the number of students that completed
15 degrees, certificates, or credentials in dual-en-
16 rollment programs, in the aggregate and
17 disaggregated by degree, certificate, and creden-
18 tial type; and

19 (F) the details of any partnerships or ar-
20 ticulation agreements established with local
21 public high schools or local 4-year degree-grant-
22 ing institutions of higher education.

23 (3) CROSS-TABULATION.—In each report sub-
24 mitted by an eligible entity under paragraph (2), the
25 eligible entity shall also provide the information de-

1 scribed in subparagraphs (A) and (B) of such para-
2 graph cross-tabulated by, at a minimum, gender,
3 each major racial and ethnic group, and disability
4 status, which shall be presented in a manner that—

5 (A) is first anonymized and does not reveal
6 personally identifiable information about an in-
7 dividual student;

8 (B) does not include a number of individ-
9 uals in any subgroup of students that is insuffi-
10 cient to yield statistically reliable information or
11 that would reveal personally identifiable infor-
12 mation about an individual; and

13 (C) is consistent with the requirements of
14 section 444 of the General Education Provi-
15 sions Act (20 U.S.C. 1232g, commonly known
16 as the “Family Educational Rights and Privacy
17 Act of 1974”).

18 **SEC. 126. EVALUATION CRITERIA FOR GRANTS.**

19 For each year of the grant program under this title,
20 the Secretary shall evaluate the effectiveness of grants
21 under chapter 1. Each evaluation shall include the fol-
22 lowing criteria:

23 (1) For access grants awarded under section

24 123—

1 (A) the number of community college or
2 minority-serving institution student parents
3 that received access to licensed or registered in-
4 fant and toddler child care due to the grant, in
5 the aggregate and disaggregated by age, gen-
6 der, race or ethnic group, family income level,
7 disability status, marital status, and full-time or
8 part-time student status;

9 (B) the most frequent times, and the aver-
10 age number of hours per week, that on-campus
11 child care centers were used by community col-
12 lege or minority-serving institution student par-
13 ents;

14 (C) semester-to-semester persistence and
15 fall-to-fall persistence rates of community col-
16 lege or minority-serving institution student par-
17 ents with children enrolled in infant or toddler
18 child care sponsored by the community college
19 or minority-serving institution, compared to
20 such rate for students with children not en-
21 rolled in the community college or minority-
22 serving institution child care program, in the
23 aggregate and disaggregated by the categories
24 described in subparagraph (A); and

1 (D) degree and certificate completion rate
2 of community college or minority-serving insti-
3 tution student parents with children enrolled in
4 child care sponsored by the community college
5 or minority-serving institution, compared to
6 such rate for students with children not en-
7 rolled in such a sponsored child care program,
8 in the aggregate and disaggregated by the cat-
9 egories described in subparagraph (A).

10 (2) For impact grants awarded under section
11 124—

12 (A) the number of attendees for the child
13 care professional development sessions coordi-
14 nated by the eligible entity under the grants;

15 (B) the number of community colleges or
16 minority-serving institutions that joined or es-
17 tablished networks of child care providers as a
18 result of the grants;

19 (C) the number of State licensed child care
20 spots created for children under 3 in infant and
21 toddler child care deserts and communities of
22 color that were established as a result of micro-
23 enterprise grants supported under section
24 124(a)(6); and

1 (D) the number of child care providers flu-
2 ent in a language other than English that re-
3 ceived professional development under the
4 grants.

5 (3) For pipeline grants under section 125—

6 (A) the number of early childhood educator
7 preparation programs that were established
8 with funding under the grants;

9 (B) the number of existing early childhood
10 educator preparation programs that expanded
11 course, certificate, or degree offerings as a re-
12 sult of funding under the grants;

13 (C) the number of students that enrolled
14 in early childhood educator preparation pro-
15 grams because of funding provided under the
16 grants, in the aggregate and disaggregated
17 by—

18 (i) type of degree or credential; and

19 (ii) student age, gender, race or ethnic
20 group, second language ability, family in-
21 come level, disability status, and status as
22 enrolled full- or part-time;

23 (D) the amount of funds allocated to early
24 childhood educator preparation program stu-
25 dents through microgrants supported under sec-

1 tion 125(a)(6), in the aggregate and
2 disaggregated by—

3 (i) category of usage of funds; and

4 (ii) the categories described in sub-
5 paragraph (C)(ii);

6 (E) persistence, retention, and completion
7 rates of students receiving such microgrants, as
8 compared to students not receiving microgrants;

9 (F) the number of new early childhood ed-
10 ucator preparation program partnerships
11 formed between community colleges or minor-
12 ity-serving institutions and area high schools as
13 a result of the grants;

14 (G) the number of students dual-enrolled
15 in high school and community college early
16 childhood educator preparation programs as a
17 result of the grants; and

18 (H) the number of students that completed
19 a degree or credential in a dual-enrollment pro-
20 gram as a result of the grants, in the aggregate
21 and disaggregated by degree or credential.

22 **SEC. 127. REPORT TO CONGRESS.**

23 The Secretary shall prepare and submit to Congress
24 an annual report on the grant program under this title
25 that includes—

1 a violation of subsection (a) was treated as if it was a
2 violation of section 601 of such Act (42 U.S.C. 2000d).

3 (c) **RULE OF CONSTRUCTION.**—Nothing in this sec-
4 tion shall be construed to alter or change any provisions
5 of section 658N of the Child Care and Development Block
6 Grant of 1990 (42 U.S.C. 9858l).

7 **TITLE II—CHILD CARE AND DE-**
8 **VELOPMENT BLOCK GRANT**
9 **PROGRAM**

10 **SEC. 201. ELIGIBILITY.**

11 (a) **IN GENERAL.**—Section 658P(4)(C)(i) of the
12 Child Care and Development Block Grant Act of 1990 (42
13 U.S.C. 9858n(4)(C)(i)) is amended by striking “job train-
14 ing or educational program” and inserting “job training
15 or educational program (which may be a program of study
16 at an institution of higher education (as defined in section
17 102 of the Higher Education Act of 1965 (20 U.S.C.
18 1002)), a program of secondary education, or a program
19 of study leading to the recognized equivalent of a sec-
20 ondary school diploma)”.

21 (b) **PLAN REQUIREMENTS.**—Section 658E(c)(2) of
22 such Act (42 U.S.C. 9858c(c)(2)) is amended by adding
23 at the end the following:

24 “(W) **ELIGIBILITY STANDARDS.**—The plan
25 shall contain an assurance that the State will

1 not use any requirement for the eligibility of a
2 child under this subchapter that is more restric-
3 tive than the requirements of (including regula-
4 tions issued under) this subchapter, such as a
5 family income standard, or a work, training, or
6 education standard, that is more restrictive
7 than the standards specified in section
8 658P(4).”.

9 **SEC. 202. CONFORMING AMENDMENTS.**

10 Section 658H(c) of the Child Care and Development
11 Block Grant Act of 1990 (42 U.S.C. 9858f(c)) is amend-
12 ed—

13 (1) in paragraph (1), in the matter preceding
14 subparagraph (A), by inserting “or a child care cen-
15 ter covered by section 123(b) of the Preparing and
16 Resourcing Our Student Parents and Early Child-
17 hood Teachers Act” before “if such”; and

18 (2) in paragraph (2), by inserting “, including
19 a child care center covered by section 123(b) of the
20 Preparing and Resourcing Our Student Parents and
21 Early Childhood Teachers Act,” before “shall be in-
22 eligible”.

1 **SEC. 203. INCREASED FEDERAL MATCHING PAYMENTS FOR**
2 **CHILD CARE.**

3 Section 418(a)(2)(C) of the Social Security Act (42
4 U.S.C. 618(a)(2)(C)) is amended to read as follows:

5 “(C) FEDERAL MATCHING OF STATE EX-
6 PENDITURES.—The Secretary shall pay to each
7 eligible State for a fiscal year an amount equal
8 to the lesser of—

9 “(i) the State’s allotment under sub-
10 paragraph (B); or

11 “(ii) the sum of—

12 “(I) in the case of a State that
13 provides payments for child care as-
14 sistance for infants and toddlers
15 (within the meaning of section 658G
16 of the Child Care and Development
17 Block Grant Act of 1990) at not less
18 than 75 percent of the market rates,
19 based on the most recent market rate
20 survey conducted under section
21 658E(c)(4)(B) of that Act or using an
22 alternative methodology, such as a
23 cost estimation model, that has been
24 developed by the State lead agency
25 and approved by the Administration
26 for Children and Families, taking into

1 account the geographic area, type of
2 child care, and age of the child, 90
3 percent of the State's expenditures for
4 such assistance; and

5 “(II) the amount equal to the
6 Federal medical assistance percentage
7 that applies to the State for the fiscal
8 year under section 1905(b) (without
9 regard to any adjustments to such
10 percentage applicable under that sec-
11 tion or any other provision of law) of
12 so much of the State's expenditures
13 for child care in that fiscal year for
14 children other than infants and tod-
15 dlers.”.

16 **TITLE III—OUTREACH REGARD-**
17 **ING THE DEPENDENT CARE**
18 **ALLOWANCE FOR FEDERAL**
19 **STUDENT AID**

20 **SEC. 301. SHARING DEPENDENT CARE ALLOWANCE INFOR-**
21 **MATION FOR FEDERAL STUDENT AID.**

22 Section 132(h)(4) of the Higher Education Act of
23 1965 (20 U.S.C. 1015a(h)(4)) is amended—

24 (1) in the paragraph heading, by inserting
25 “AND INFORMATION” after “DISCLAIMER”;

1 (2) in subparagraph (B), by striking “and”
2 after the semicolon;

3 (3) in subparagraph (C), by striking the period
4 and inserting “; and”; and

5 (4) by adding at the end the following:

6 “(D) explaining—

7 “(i) that a student with a dependent
8 may be eligible to include a dependent care
9 allowance described in section 471(a)(8) in
10 the student’s cost of attendance;

11 “(ii) the effect that a dependent care
12 allowance may have on the amount of fi-
13 nancial aid available to the student from
14 the institution; and

15 “(iii) how to apply for the dependent
16 care allowance.”.

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